

LEA Application Part II

ATTACHMENT III**SCHOOL APPLICATION**

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Duffield/Bunche	District Name and Code: Detroit Public Schools
Model for change to be implemented: Transformation	
School Mailing Address: 2715 Macomb	
Contact for the School Improvement Grant: Name: Marvin Franklin Position: Principal Contact's Mailing Address: 2715 Macomb Telephone: Fax: Email address:	
Principal (Printed Name): Marvin Franklin	Telephone:
Signature of Principal: 	Date: August 13, 2010
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

See attachment for data profile

Sub Group Academic Data Analysis

Group	Percent of Sub-group meeting State Proficiency Standards					
	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)						
Race/Ethnicity						
Students with Disabilities						
Limited English Proficient (LEP)						
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male						
Female						
Aggregate Scores						
State						

Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/Ethnicity									
Disabilities									
LEP									
Homeless									
Migrant									
Gender									
Male									
Female									
Totals									

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity						
Disabilities						
LEP						
Homeless						
Migrant						
Gender						
Male						
Female						
Totals						

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6					
7					
8					
9					
10					
11					
12					

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC – Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment – CAN, provide the following information:

1. Duffield/Bunche combines two schools. The principal of Bunche will now be the principal of the new combined school. Although not all staff has been selected, the teachers and administration are fully committed to changing the culture and the learning to ensure students succeed in their new learning environment. All new staff hired must be committed to change strategies and improving student learning through redefining the school culture. The administration and staff are committed to changing the school by:
 - Providing an extended day program that will increase the learning time and allow for remediation in core subjects
 - Implementing research-based instructional strategies through job-embedded professional development
 - Using data to inform instruction in all aspects of planning and practice in decision making for each grade, class and student.
 - Continuous progress through monitoring of teacher effectiveness through walk-throughs and coaching by literacy and math professionals.
 - Continuous progress of students through assessment to inform instruction.
 - Developing parents and caregivers and the community as partners in learning through Saturday academies which focus on science and the arts for students and parent workshops designed to support school/home connection.
 - The parent/caregiver connection will further be supported by the hiring of a parent liaison and the on site Parent Closet which will allow parents to check out learning materials for students and ask for help and support. For those parents who have computers we will maintain a website where parents can access information.

2. Explain the school's ability to support systemic change required by the model selected.

The administration and staff of Duffield/Bunche are committed to implementing new learning principles and practices. Houghton Mifflin Harcourt is the school's partner and together we know we have the ability to make change in the school culture, teaching, learning that will significantly impact student progress.

Ensuring Effective Instruction for All Students

- Three coaches will support the learning in the school. Coaches will review data and current assessments to assist teachers in developing lesson plans and learning profiles based on research based practices. Each student will have a learning profile based on data to inform instruction.
- Four "permanent " substitute teachers will be hired to relieve teachers during the school day for job- embedded professional development.
- When permanent substitute teachers are not relieving teachers for professional development they will be assigned to classrooms to work with students in small group instruction.
- Partner Provider Houghton Mifflin Harcourt will provide training in the Storytown Reading program which will be used in conjunction with Open Court to provide balanced literacy instruction.
- Review of the current math program will also be provided.
- The Leadership and Learning Group, partner of Houghton Mifflin Harcourt will provide additional coaching, model lessons and job- embedded professional development
- The University of Pennsylvania will give support through Leadership academies.
- The afterschool program will provide additional targeted instruction for students.

Promoting Relevant Parent Engagement

- A parent liaison will be hired to provide a direct link to parents and caregivers in the community.
- We will to partner with social agencies to provide additional support for social needs identified by our parents.
- We will provide a parent out reach program, GED, job support and other social services for our parents

Addressing Social and Emotional Needs

- A Community fairs will be held to bring social services to parents and caregivers.
- Students will have physical education classes and recess daily to promote healthy lifestyles.
- Character development lessons will focus on topics such as bullying, anger management, careers and building self esteem.

Providing Data- informed and job-embedded Professional Learning

- Grade level teachers will be afforded common preparation time.
- Permanent substitute teachers will relieve teachers during the school day for individualized professional development.
- Coaches will provide model lessons and assist in identifying areas in need of professional development.
- Data teams will be formed which will help teachers analyze past assessments and current assessments as evidence of successful teaching strategies or those in need of change or remediation.
- Data teams with coaches will assist in forming learning profiles for every class and student
- Data profiles will be updated on a six week basis and learning plans for teachers and students will be adjusted.

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

See Data Profile Attachment

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

The Duffield/Bunche teachers and leaders are committed to using data and scientifically based research to guide tiered instruction for all students to learn. The faculty will use Data Director to analyze past test data and add new assessments to promote learning. A data team will be formed and they will assist in forming learning profiles Partner provider Houghton Mifflin Harcourt through the Leadership and Learning Center will conduct data workshops that are based on scientifically based research to guide tiered instruction for all students to learn.

Tier I

All students will be screened in the fall by using a screening instrument selected by the learning partner and district coaches. Benchmark assessments will also be used to shape learning in Tier I. The Learning Village will be used to assist in on line planning and individualizing instruction and developing small group instruction within the classroom.

Tier II

Assessments and data will be used to identify those students requiring an additional 30 minutes of instruction in core subjects. Diagnostic tests will also be used to further pinpoint skill and strategy weakness. The results of data will be coupled with scientifically based research to guide the individualized instruction for these students. Progress monitoring for Tier II students will be done formally and informally. Formally

summative assessments will be given every 2 weeks. Informally running records and teacher observations will be maintained on a weekly basis. Coaches and data team will analyze student progress and make adjustments in student's individual learning plan and profile. Tier II will use a variety of intervention programs vertically aligned to core standards and determined by each student's individual learning profile.

Tier III

Assessments and data will be used to identify those students requiring additional support in the after school program. Entrance assessments will be given in Destination Reading and Destination Math, computer based learning programs. These programs individualize learning for students and track progress.

Implementation of SBRR Core Curriculum

All curriculum used by students is SBRR. All materials are SBRR. We will use the adopted curriculum which contains SBRR materials. Coaches will provide teachers assistance in using standards and vertically aligning them. Teachers will be given professional development in Storytown, and SBRR reading program to compliment the Open Court Program and develop a balanced literacy program. Additionally, The Center for Leadership and Learning will conduct workshops in basic math principals. Content subjects will be integrated into the curriculum to form a seamless day.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

Teachers will have common planning time during the day. Additionally four permanent substitute teachers will be hired, three days a week to relieve teachers so they can have meetings with coaches, professional development and individualized support for improving instruction. Teachers will be compensated for Saturday academies which provide day long structured professional development and afterschool workshops. Needs assessment, data and classroom observations will form the basis of professional development in addition to that in the partner contracts.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

Duffield/Bunch will have a meeting with all parents to explain the school improvement plan. We will have a newsletter and a website. Parents will have Saturday academies, meetings and a parent closet where they can ask for suggestions in working with their children and check out materials to use at home. We will also contact local community groups and actively ask for their support. Our Parent Liaison will conduct meetings, schedule meeting with parents and act as a bridge between the school and the community.

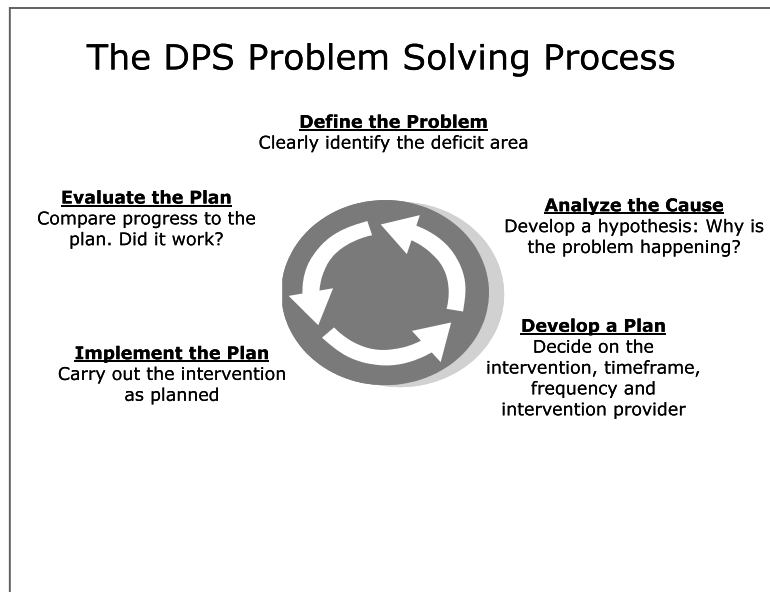
Duffield/Bunch will partner with Houghton Mifflin Harcourt, The Leadership and Learning Center and the University of Pennsylvania to provide outside expertise and support for data analysis, product support and professional development.

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

Duffield/Bunche will begin the school improvement process through the hiring of a new teaching staff. The philosophy of the school involves the belief that distributive instructional leadership is the critical component in forming and sustaining professional learning communities. The start-up school will recruit committed, highly qualified teachers, including national Board Certified teachers and use the National Board for Professional Teaching Standards (NBPTS) 'Five Core Propositions' to undergird the work of the professional learning communities.

The Duffield/Bunche school improvement will utilize the Detroit Public Schools problem solving process at the center of all proposed activities.



Duffield/Bunche will hire four permanent substitute teachers to allow more time for collaboration. The teachers will work in teams and professional development will be given on a regular basis. Teachers will have input on the topics for the professional development based on needs assessments and data. The school plans on following the timeline found below to further illustrate not only the schools commitment to the program, but also to illustrate all of the collaborative efforts that will be made under the grant. Duffield/Bunche will hire a math coach and additional reading coach to support the learning.

Proposed Activities

- Project director meets with teacher leader and coaches to review School Improvement Plan
- New teachers are hired and undergo training
- Teach America teachers undergo initial training (if hired as part of faculty)
- Parent liaison is hired
- Parent closet with materials available to be checked will be provided
- Parent hotline and homework help will be developed
- Parent meetings and community meetings scheduled on a regular and topical basis
- Parent school newsletters developed
- Community fairs for parents and community are scheduled to provide for social and emotional needs of students.
- Volunteers will be solicited from Marygrove, Detroit Mercy, and Wayne State University
- Volunteers will be solicited from community
- Scheduler meets with academic director to develop class schedule, Tier II and Tier III schedule
- Staff reviews School Improvement Plan
- Limited or edited School Improvement Plan provided to community liaison
- Explanation of school improvement plan provided to parents via news letter/letters
- Project director, coaches and staff conduct curriculum audit to determine materials on hand and potential shortages
- Partner provider conducts needs assessment to define scope of professional development
- Four permanent substitute teachers are hired to relieve teachers during the day for team meetings and professional development.
- Permanent substitute teachers receive the same training as regular staff.
- When permanent substitute teachers are not being utilized to relieve teachers for professional development, they will work in small group instruction in classrooms.
- Substitute teachers may also work with Tier II students in extended day part of school day.

- Substitute teachers may also work in after school program and/or Saturday academies.
- Staff receives training in Storytown materials and balanced literacy.
- Staff receives training in other materials used in either the regular school day or Tier II or Tier III
- Staff receives training in RTI model
- Reading Recovery Teacher begins testing students for entrance into program
- Reading Recovery Teacher will work with first grade classrooms first semester and kindergarten classrooms second semester for the half a day not being used for Reading Recovery students.
- Review test data with coaches and teacher leader
- Review test data with teacher teams and individual teachers
- First, Using Data to Inform instruction workshop conducted
- Develop data teams in primary, middle and upper elementary school
- SIG partner conducts needs assessment, teachers, students, community and reviews in light of data analysis
- Teachers and coaches examine data and form individual profile for each student.
- Each student identified as special education, ELL or a struggling learner will have an individual learning plan.
- Teachers and coaches formulate initial learning plans based on data
- Benchmark assessments given
- Benchmark assessments reviewed and analyzed in light of other test data
- Teachers and coaches review and update individual student data profile
- Teachers and coaches form diagnostic/prescriptive plan for each student who is significantly below level
- Teachers and coaches examine learning plans and adjust where appropriate formulate new learning plan for each class and grade level
- Teachers and coaches develop plan for extended day, Tier II for students in need of intervention
- Teachers and coaches develop plan for after school Tier III intensive intervention
- Partner provider, coaches and teachers develop formative and summative assessments to meet standards
- Classroom instruction is enhanced by the addition of technology such as:
 - Ceiling mounted projectors
 - Smart boards and/or Promethean Boards
 - Cameras (photo and video or DVD)
 - Digital Document Readers
 - CD/radio/cassette player
 - Overhead projector
 - Student Headphones
 - Flashlights
 - Speakers
 - Calculators for math
 - Cell phone for each teacher for in school use
 - Smart response clickers

Color Laser Printers

Flat Panel TV Carts with VCR and DVD player

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- Partner provider, coaches and teachers develop 6 week plan for evaluation of all students and 1-2 week plan for those students experiencing lack of progress or difficulty in mastering skills and strategies
- Principal, teachers and coaches meet with community partners to discuss levels of support
- Partner provider, coaches and teachers meet to develop Saturday student academies
- Teachers, coaches, partner provider meet to develop professional development schedule
- Teachers, partner provider, coaches and academic director develop plan for parent academies and conferences
- Teachers, coaches, partner provider meet to develop parent conferences
- Three day a week after school program is instituted
- Classroom teachers make assignments on Destination Reading and Destination Math for after school program
- P3A follows DPS after school program
- P3A teachers vote on implementing Battle of the Books as a plan to inspire students to read
- Teachers, coaches and academic director will have professional development in Using Data to Inform Instruction; Using Standards based instruction, Intervention Strategies and other topics as suggested by needs assessment.
- An intervention plan will be developed for the school
- Leadership academies and mentoring will be provided
- Coaches will monitor for progress and differentiated instruction
- Coaches and teachers will use data to develop individualized professional development.
- Evaluations of teachers through walk throughs and self assessments will be conducted on a regular basis.
- Benchmark assessments will be used along with formative and summative assessments to measure student progress and adjust learning profiles.
- Success fairs will be developed to celebrate academic and non academic progress.

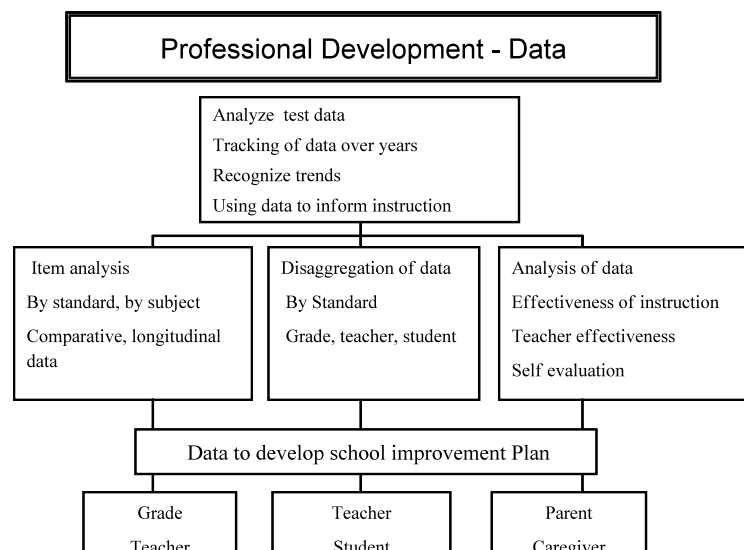
2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

- i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.
- ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.
- iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name

any local or national assessments used to measure student progress at each grade level.

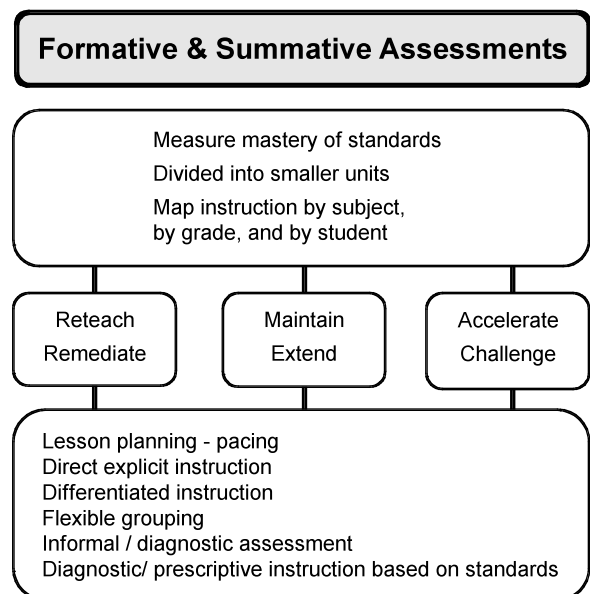
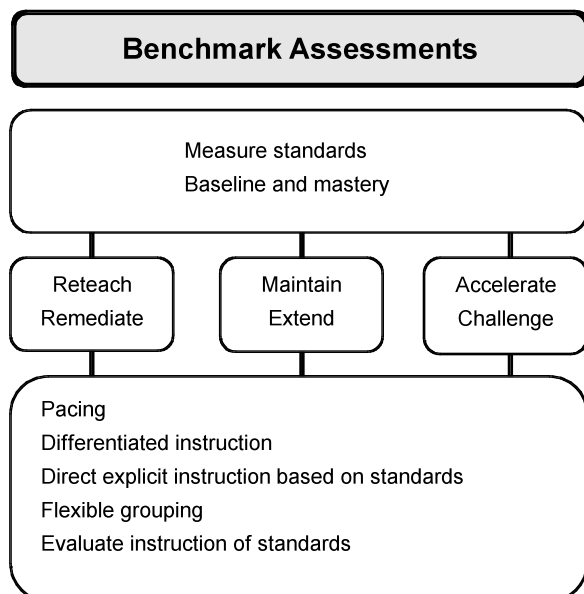
- iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsdc.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

i. Duffield Bunche will use the adopted data system, Data Director, to analyze student data. A fall benchmark assessment will be administered and the results compared to each student's data profile. The fall benchmark assessment will form a baseline measure for each student. Formative and summative assessments will be developed with the partner provider, HMH for core subject areas to provide a model of diagnostic/prescriptive instruction for each student. Special analysis and scrutiny will be given to those students showing skill and strategy deficits in core subject areas. Special analysis and scrutiny will also be given to special education students and ELL learners. Data analysis will form the basis of small group instruction, Tier II intervention and Tier III afterschool instruction. Each low performing student will be monitored on a weekly basis by the data team and have individualized learning plans that are refined based on the most current data. Teachers and coaches will have intensive and extensive professional development in using data to inform instruction. Teachers and coaches will also have professional development in improving teaching practices in standards based curriculum. Professional Development will "unpack" standards and provide model lessons in implementation in the classroom. Participants will acquire the skills and strategies necessary to understand data driven decision making. They will be instructed in developing learning cycles for students and differentiated instruction.



The school improvement data plan will use data to:

- Track each student's progress.
- Investigate students experiencing difficulty in core subject areas through analysis of longitudinal test data and pinpoint the time the difficulties began and the skills and strategies which were not mastered.
- Identify which standards at which grade levels seem to be problematic.
- Determine which students would benefit from targeted diagnostic testing in math and reading.
- Develop a plan for diagnostic assessment of each student with below grade level performance in math and reading.
- Develop an evaluation of formative and summative assessments that are used at all levels of instruction.
- Assist in development of formative and summative assessments which are indicators of student progress.
- Develop individual student plans of remediation.
- Develop the basis for objective reporting of student progress to parents/caregivers.
- Develop specific suggestions for parental/caregiver support of student learning
- Determine which standards are being mastered and which require more instruction.
- Assist in developing pacing guides which provide the right skill and the right strategy for the right student at the right time.



II. Describe how the school will collect, analyze and share data with the internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

Duffield Bunche will use the adopted Data Director to collect all data. A data team will be formed that will work with teachers, administrators and external stakeholders to analyze and share data. All formative and summative assessments will be added to Data Director. Learning Village will be utilized as a platform to view data and utilize it in planning. Through Data Director and Learning Village, teachers will be able to access and monitor each student's progress and analyze the results.

Key to the collection and analysis of data is the development of a data team to provide continuous monitoring and access to data to inform instruction and improve student achievement. Duffield Bunche will develop a data team for the elementary PreK – 3 and a second data team for the middle grades 4-8. Each team will collect and analyze data. The two teams will meet, collaborate, share, and analyze data. The teams will compare analysis of data on standards and recommendations on remediation and placement in Tier II and Tier III.

Improve Administrator and Teacher Effectiveness

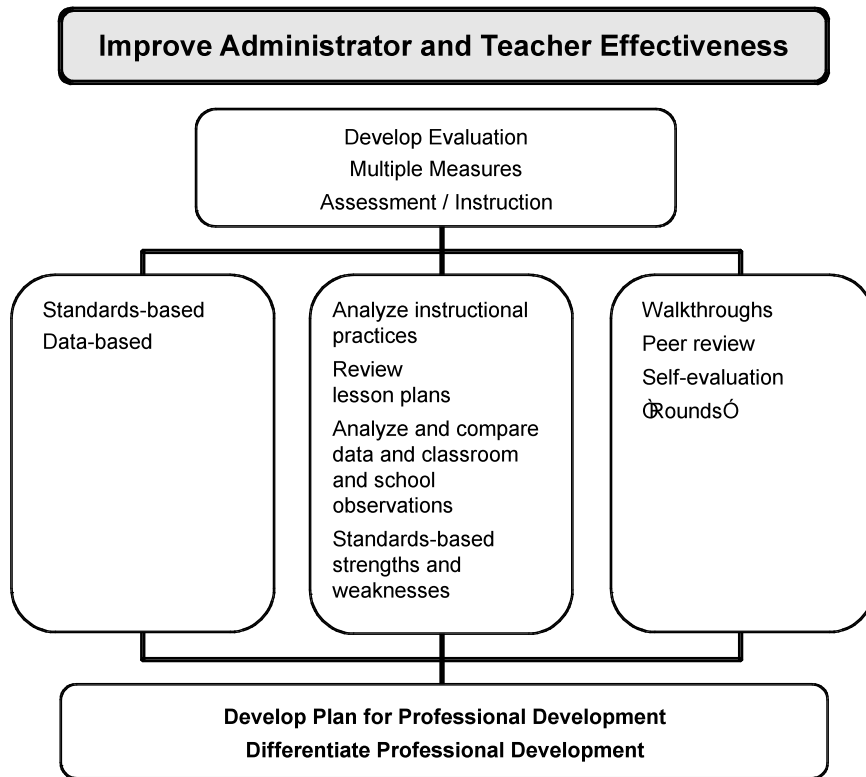
Develop Learning Teams

Standards focused
Data to inform instruction
Formative
Summative

Analyze instructional practices
Develop standards-based lesson plans
Model lessons
Develop standards-based instructional practices

Grade level
Class / student
Performance based
Rubrics

Review and reflect upon effective instruction



The data teams will:

- Review teacher lesson plans for evidence of data use and inclusion of standards
- Develop a plan for conferring with teachers about lesson plans and differentiated instruction.
- Develop a plan for having teacher collaborate on understanding levels of competency of students.
Example; all teachers bring samples of work that is considered proficient.
- Develop a plan for making use of standards consistent for student work at each grade for each subject.
- Review evidence of teacher awareness of state standards and implementation in the classroom for each curriculum area.
- Review teacher use of technology as a tool for differentiating instruction
- Review teacher and academic director use of data to inform instruction.

III. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

Duffield Bunche will use the MEAP, NAEP and DIBELS as national assessments. These assessments are part of the regular assessment suite administered by Detroit Public Schools. The Detroit Public Schools also has developed benchmarks assessments that Duffield Bunche will use at least three times a year to set baseline standards to determine progress toward standards-based objectives. Assessment for Duffield Bunche will also include pre/post tests to assess student mastery of standards-based objectives. Pre-tests and post tests are administered to all students in all grade levels and subjects covered by the unit of instruction. Results from the pre-test and post-tests are reviewed by the data team.

Duffield Bunche will use formative and summative assessments as data at all levels of instruction. Formative and summative assessments will be developed as part of the professional development delivered during the school year. Teachers may also use running records, or the end of selection test, theme test or holistic assessment which is part of the Storytown Reading Program. In the preK program teachers may use the observation checklists and the assessments provided in the Houghton Mifflin PreK program and the Highscope curriculum.

Duffield Bunche will give teachers timely reports of results from standardized and objective-based tests.

Duffield Bunche will use Data Director to store all of the information and teachers as well as administrators will have access to this data base.

Data Director is a central database that includes each student's test scores, placements information, demographic information, attendance, data, behavior indicators, and other variables useful to teachers

The Duffield Bunche will use the data from the assessments found on Data Director to:

- Receive timely reports to assist in making decisions about each student's placement and instruction
- Create individual plans of remediation for each student
- Assist teachers in tracing students' progress and identify the students' weaknesses
- Assist teachers in targeting which students would benefit in extra help in reading and math

- Assist teachers in identifying which standards at which grade level seem to be problematic
- Drive lesson planning and pacing
- Create differentiated learning and flexible grouping within the classroom
- Create a uniform system of data analysis from preschool to high school
- Identify which teachers consistently produce successful students and which teachers need mentoring
- Assist principals in their evaluation of teachers
- Assure that the students' test scores are improving

IV. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development.

Duffield Bunche will partner with Houghton Mifflin Harcourt and their partner The Leadership and Learning Center. Both Houghton Mifflin Harcourt and the Leadership and Learning Center follow the National Staff Development Council Standards for Staff Development. After examining the areas of need identified by the School Improvement Grant initial needs assessment administered by the partner provider a professional development plan will be written. The plan will be adjusted as the school year progresses. Key to the professional development plan will be differentiated professional development geared to meet identified individual needs of coaches and teachers. The goal at the end of the 3 year period of time is to build internal capacity and the ability to sustain professional growth.

The model includes the following:

- Shared Vision and common understanding of what teachers and students should be able to do
- Strong Utilization and analysis of data from summative and formative assessments to inform instruction
- Instruction in curriculum materials including technology and intervention
- Support and training of coaches and teacher director
- Instructional leadership teams
- Powerful, and deeply implemented and monitored strategies to help students read standards
- Collaborative, comprehensive structures to improve the use of data to inform teaching and leadership
- Examining cause and effect data to monitor and adjust administrative instruction audit actions.

The Center will provide support through intensive professional development, on-site follow up support and building sustainable capacity in the following key interconnected and aligned areas:

- Power Standards and “Unwrapping” the Standards
 - Developing a learning framework using standards
 - Making standards work
 - Narrowing content to become Power Standards
 - Developing Big Ideas and enduring understandings
 - Developing Big Ideas as Essential Questions
 - Time management “working smarter, not harder”
 - Developing vertical alignment of standards to ensure that all assessments and instruction align to the priority standards of learning that directly impact rigorous instruction and student performance
 - Incorporating standards into learning plans
 - Incorporating standards into daily lesson plans
 - Practical strategies to immediately implement in the PreK- 8 instructional program.
- Developing data teams
- Decision making for results and data teams
 - Data collaboration strategies
 - Monitoring data
 - Using data to plan instruction
 - Using data to set expectations
 - Inquiry
 - Treasure Hunt
 - Analyzing to Prioritize
 - SMART goals
 - Strategies
 - Determining Results Indicators
 - Monitoring and Review
- Common formative assessments
 - Developing formative assessments
 - Creating banks of assessments and assessment items for instruction
 - Rapid effective feedback as an instructional tool
 - Using running records
 - Using rubrics for writing and projects
 - Creating rubrics for writing and projects
- Using summative assessments
- Power strategies for effective teaching
- Developing and maintaining learning teams
- Writing to learn
- Five easy steps to a balanced math program.

Other topics which may be covered in professional development by the Houghton Mifflin Harcourt Professional development group will be, but are not limited to:

- Differentiated instruction
- Classroom management
- Model lessons of balanced literacy
- Using observation as informal assessment

- Cognitive coaching
- Coaching and mentoring models
- Diagnostic/ prescriptive teaching
- Intervention Tier II
- Intervention Tier III
- Destination Reading
- Destination Math
- Using Learning Village
- Using technology in the classroom
- Parents as partners
- Developing and using the parent closet
- Developing the Community as a resource
- Finding and using foundation and alternative types of funding

Professional development will occur within the school day using 4 permanent subs and after school and in Saturday summits and retreats as determined by the coaches, teachers and academic director.

Examples and explanations of professional development

Power strategies for Effective Teaching

Teachers, coaches and academic director will through professional development discover, practice, model and be able to replicate as many as 15 of the most up-to-date effective instructional methods that they can use in classrooms to improve student performance. During the professional development which focuses on effective teaching the following objectives will be accomplished:

- How to initially activate knowledge within the learner using personal learning goals, advance organizers, comparisons, and anticipation guides
- How to engage the learner during instruction through cooperative learning, high level questioning, student-generated nonlinguistic images, and contracts and inquiry projects.
- How to strengthen literacy and critical thinking across the curriculum through effective concept attainment, concept mapping, Cornell notes, Socratic seminars, interacting with text, and argumentative writing.

Writing to Learn Workshops

- Writing to learn process and products, non fiction writing, assessing non- fiction wiring and the reading writing connection
 - Teachers will learn writing strategies including think-write-pair-share, quick notes, combination notes, key word notes, entrance/exit slips, reword the text, graphic organizers for comparing/contrasting and classifying and flow charting for essays.
 - Teachers will learn how to use and develop writing rubrics
 - Teachers will connect fiction and non fiction reading and writing

Five easy steps to balanced math instruction

- Math review- emphasizes computational skills and mental math. Daily practice for the computational section of the state math assessment.
- Problem Solving- provides both a structure for problem solving activities related to the current conceptual unit focus and generalized math rubric to assess work produced.
- Conceptual understanding- considers state math standards and district objectives and aligns instruction and assessment by means of end-of-unit performance task scored with a student generated rubric.
- Mastery of Math Facts –establishes a program of accountability for mastering grade-level facts
- Common formative assessments- teachers get timely feedback to inform and differentiate instruction to ensure all students master essential math standards.

The professional development will include implementation visits by the partner provider. The implementation visits will ensure teachers, leaders and coaches are effectively using professional development previously presented. Visits will include modeling in small groups and classroom situations. Each visit is customized and flexible. Each visit is focused and gives individual attention to the priorities of the school. These visits also provide differentiated professional development. All visits will be followed by a detailed debriefing.

Possible Learning Objectives for visits:

- Facilitation of effective collaborative teams
- Meetings with subject area teams or grade level teams
- Formative/summative assessment review
- Modeling effective instructional strategies and techniques
- Modeling conducting effective learning team meetings
- Review of lesson plans in light of “unpacked” standards
- Review of pacing of students in core and content subjects
- Instructional strategies to support school improvement plans
- Review of classroom-level assessment data
- Review of building-level initiative implementation
- Review of Tier II groups of students and learning strategies
- Modeling of strategies of Tier II strategies

- Review classroom level assessment data
- Review of all data to ensure rapid student progress
- Review of building-level initiative implementation
- Facilitation of peer review/ peer support groups

Leadership Support Services

- Individualized support for administrators and teacher leaders
- Leadership strategies to support classroom walk-throughs for standards monitoring implementation
- Modeling of classroom walk- throughs
- Meeting with leadership team
- Curriculum audits
- Review of building-level assessment data
- School Improvement support
- Developing planning, implementing, and monitoring protocols

Professional Development will also have an accountability system design

The accountability system will focus on monitoring goals and strategies. As a result of going through the Accountability System Design process the school will gain the following;

- Focus all educators and students on the few, most salient goals and strategies
- Proactively highlight successes and impressive adult actions to stakeholders
- Gain buy-in and support from multiple constituencies
- Better understand how adult actions are impacting student achievement

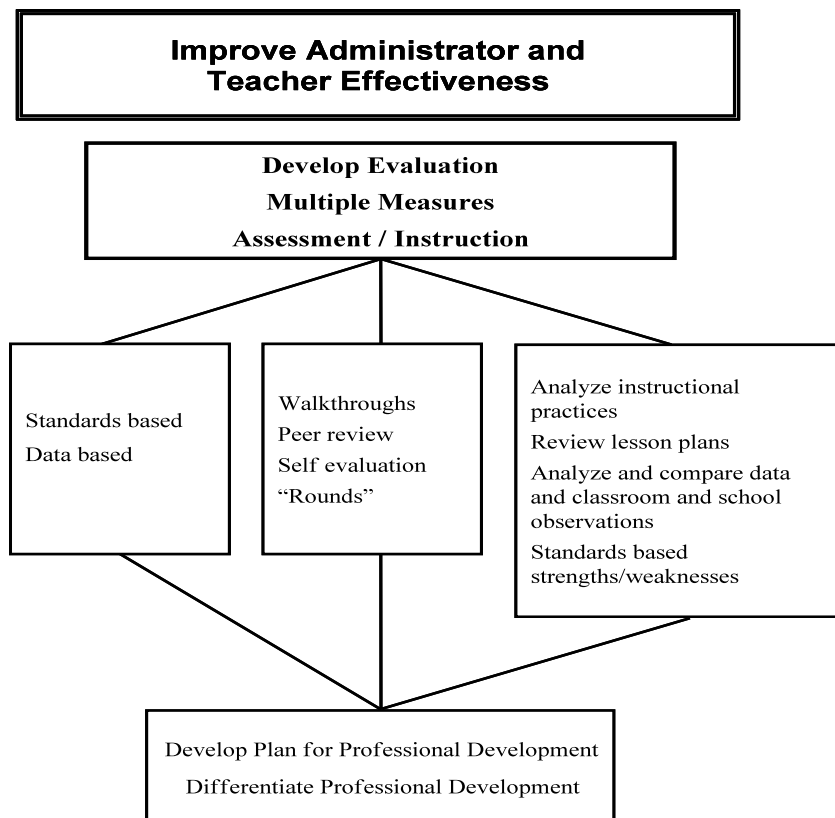
The accountability task force will conduct monthly meetings. The visits will have the following objectives:

- Understand what effective accountability means by identifying accountability system principals that guide the process and decision making
- Learn to use accountability as a tool for decision making, teaching, professional development and leadership
- Integrate the strategic plans, state accountability requirements, school improvement plans, or other established plans into the comprehensive accountability system.
- Understand what effective accountability means by identifying accountability-system principles that guide the process decision making
- Design the accountability system architecture
- Select school wide accountability indicators and support in selective accountability indicators
- Construct accountability reports for the class, school, grade level

The Center will also conduct a planning, implementation, monitoring, PMI review. This review will focus on the quality of the planning, implementation and monitoring of the

school improvement plan. This will give Duffield Bunche a cohesive process that allows for a thorough exploration of data which has informed instruction practices.

All professional development sessions will have attendance records and an evaluation form which will be kept on file.



Professional development will also use the computer lab with hands on experience in data analysis. Analysis will progress to developing class, teacher and student models of evaluation. Learning plans will be developed and teachers and coaches will work together to explore areas of remediation and acceleration. Teachers and coaches will form learning teams to support each others' analysis and development plans. The plans will lead in the development of both long and short term goals and evaluation. Coaches and teachers will discuss data analysis and formulate learning plans for each grade and each student. Formative and summative assessment schedules will be developed with the partner provider and weekly and monthly review of assessments will be conducted. Adjustments in the grade level and student learning plans will be based on results of formative assessments and the learning team's assessment of progress and needed acceleration or remediation.

Formal and informal assessment will also be developed and used in Tier II and Tier III.

2. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

3. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

The school will appoint a school improvement chairperson who will monitor implementation. The district will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer.

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition		X	
• Principal Authority/responsibility	X		
• Duties – teacher	X		
• Duties - principal	X		
• Tenure	X		
• Flexibility regarding professional development activities	X		
• Flexibility regarding our school schedule (day and year)	X		
• Waivers from district policies to try new approaches	X		
• Flexibility regarding staffing decisions	X		
• Flexibility on school funding		X	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	X		

Polices/ Practices	In Place	Under Consideration	Not Needed
• Schedule	X		
• Length	X		
• Financing	X		
• Instructors		X	
• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation	X		
• Change of allocation midyear	X		
Major contracts for goods and services • Approval process streamlined		X	
• Restrictions (e.g., amounts, vendors)		X	
• Legal clarifications		X	
• Process		X	
• Stipulations (e.g., targeted vs. unrestricted spending)		X	
• Timeline	X		
• Points of contact	X		
Auditing of school financial practices Process	X		
• Consequences	X		

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

